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AREAS OF PARTICULAR CONCERN TO JUNIOR COLLEGES AND TO THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES (AAJC) DURING 1966 INCLUDE DEVELOPMENTS IN STATEWIDE PLANNING, GROWTH OF THE MULTICAMPUS CONCEPT, CHALLENGES IN FACILITIES PLANNING, EXPANSION OF THE PHILOSOPHY OF COMPREHENSIVE PROGRAMS, CONCERN FOR INCREASED STAFFING NEEDS, AND THE DEVELOPMENT OF FEDERAL PROGRAMS. THE ROLE OF THE AAJC IN RELATION TO THESE ASPECTS OF JUNIOR COLLEGE EDUCATION IS OUTLINED. AREAS OF CONCERN AND QUESTIONS EMERGING CURRENTLY INCLUDE--CONTINUING EDUCATION, INTERNATIONAL EDUCATION, JUNIOR COLLEGE LIBRARIES, NEW COLLEGES, RELATIONSHIPS WITH UNIVERSITIES, STATE LEVEL JUNIOR COLLEGE OFFICIALS, CURRICULUM DEVELOPMENT, RESEARCH PLANNING IN REGARD TO THE NONTRANSFER STUDENTS, NATIONAL LEADERSHIP, TEACHING OF TEACHERS, AND THE PRESTIGE AND ORGANIZATION OF OCCUPATIONAL EDUCATION. (AL)

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AMERICAN ASSOCIATION OF JUNIOR COLLEGES — 1966

ANNUAL REPORT

JC 670 245

INTRODUCTION

It is with some pride that we review current developments in the junior college field, and the work of the American Association of Junior Colleges. The accomplishments of this country's two-year colleges, singly and collectively, are most noteworthy. Their advancement has claimed considerable national attention, and deservedly so.

This report is designed to trace some recent developments in the junior college field, and the response of the Association to these advancements in its programs and services. While this is an annual report, it is impossible to review the past year's activities without some background of what has gone on even before 1966. Moreover, we have tried to take a look at some of the problems and questions that this national organization will be considering in the future.

We would like to take this opportunity, too, to thank the many individuals who have participated in the work of the Association during 1966. Commissioners, officers, and other members of the organization have helped to make the year a most significant one in the history of the American Association of Junior Colleges. The cooperation and assistance of others interested in the program of AAJC are also gratefully acknowledged.

We sincerely hope this report will contribute to better understanding of the place of the junior college in higher education today.

Bill J. Priest, *President* Edmund J. Gleazer, Jr., *Executive Director*

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PART I: Emphases 3

There were many hopeful signs in 1966 that the nation was well on its way to a time when no American would want for opportunity to "go to college." New federal programs for support and expansion of higher education, more intensive master planning at state levels, creation of an interstate commission on education, and greater public attention to educational needs were among the signs of progress. There were many roadblocks, but there was faith among education leaders and other citizens that these would be cleared for the work ahead.

The junior college continued to figure importantly in educational planning at all levels. Master plans and studies of various commissions in many states left no doubt about the expectations of the planners for expansion of junior college efforts in providing opportunity for education beyond the high school. Most federal programs of aid to higher education included junior colleges. The newly formed Commission on the States listed junior college planning among priority matters which it would take up.

It was in this kind of setting that the American Association of Junior Colleges carried out its program in 1966. As the only national organization exclusively representing two-year colleges, the Association responded through its commissions, officers, and staff to the needs of its members and others interested in junior college work. Programs, projects, and services were tailored to problem areas that have been identified in recent years as among those which require national leadership.

It should be kept in mind that the Association represents a variety of types of junior colleges. Some are independently supported institutions, others are church related and many others publicly supported and controlled. There are differences in the details of how the various colleges operate and the types and numbers of students they may accommodate. But they have a commonality of purpose that makes it possible for them to come together and to be served in a single organization. This common purpose is that of providing an avenue for college experience for those who can benefit from it.

While the American Association of Junior Colleges may institute some individual projects which relate to a special problem of one type of institution, in general its services and ongoing program seeks to aid and advance the development of all junior and community colleges. Thus, in this report, discussion of the national program assumes that all members participate and benefit in various ways from the activities of the Association.

The work of the Association must be viewed in the light of emphases in the junior college field itself, as well as in other segments of higher

education. A review of some of the happenings across the country are essential to an understanding of the part that the national organization plays in the affairs of junior colleges.

The developments and concerns that will be discussed here were not necessarily new during the past year, nor even the past five years. But they became more recognizable, more sharply defined during 1966, and this emergence tended to have impact on the program of the Association.

Emphasis: Statewide Planning

More than two-thirds of the states now have state systems or definable statewide junior college programs. Some of these systems have grown in an orderly well-directed fashion in the past several years. Others have emerged quickly in the face of pressing educational needs. And still others have come about almost by accident as local communities have sought ways to reach out to their citizens.

California, Florida, and New York are among states most frequently mentioned as leaders in public junior college development. In various ways, not necessarily in the same fashion, these states have been in the forefront of junior college planning and development in recent years. Let's look at these and other states which illustrate some of the planning that is occurring.

California: The junior colleges of California, numbering seventy-six at present, are clearly a part of one of the country's first state master plans of higher education. Under this plan, the colleges share with state colleges and the University of California the obligation to educate the citizens of the state. They are called upon to accommodate a major share of students seeking college experience. In the fall term of 1966, the junior colleges of California enrolled more than one-half million students. The colleges maintain open-door policies, providing for all comers. Students are admitted free of tuition charge. More than 85 per cent of all freshmen enrolled in colleges in California are in junior colleges. Some 60 per cent of all students enrolled in college are in junior colleges.

The Master Plan for Higher Education in California spells out the role of the junior college as follows:

1. To provide the first two years of college education for those students wishing to transfer to a four-year institution
2. To grant the associate in arts degree to those students who complete successfully a prescribed two-year program of studies
3. To provide satisfactory counseling services
4. To offer remedial courses for those students who may profit by such instruction.

Florida: During recent years, the state of Florida has set another important pattern of development. The twenty-eight public two-year col-

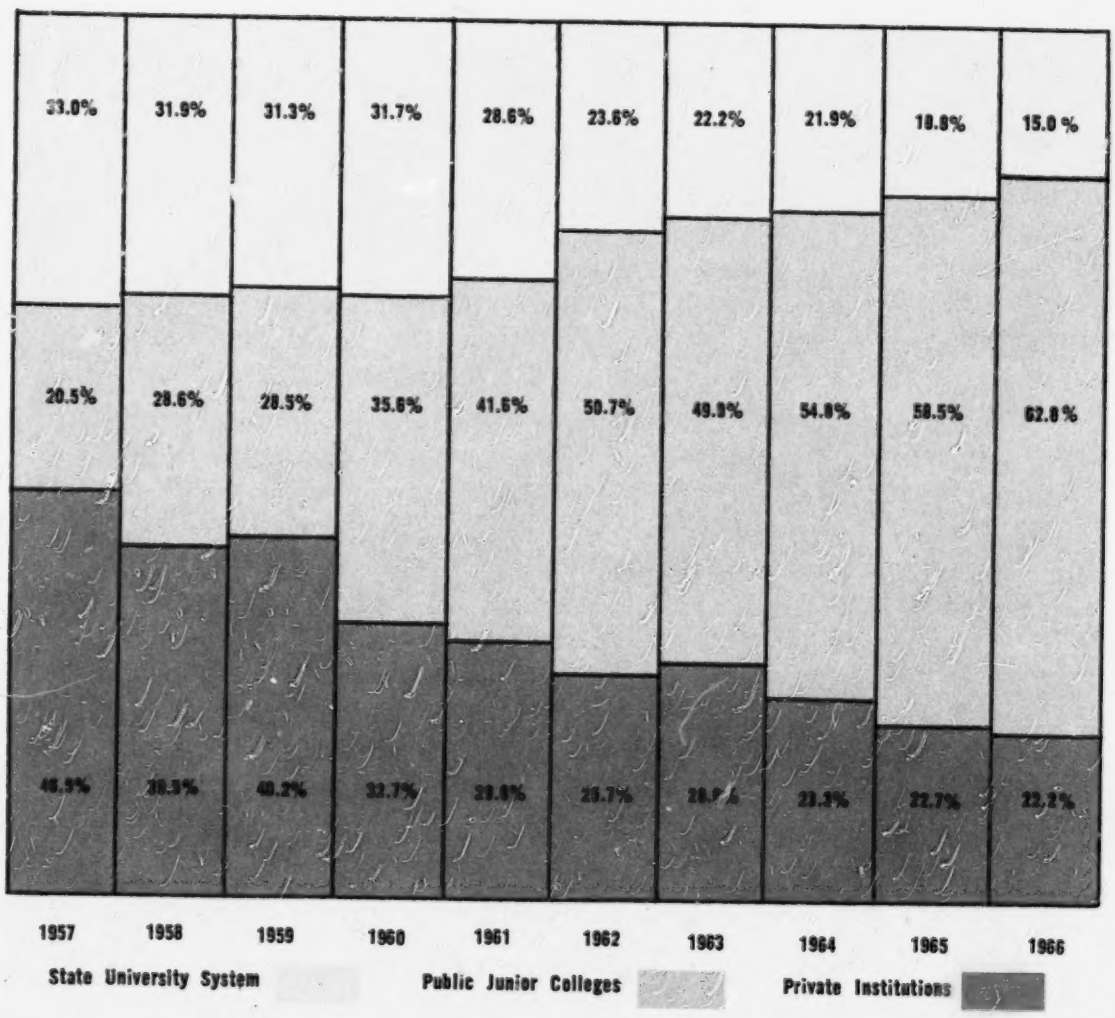
leges of the state enroll more than 70,000 students — which puts the state near its goal of placing higher education facilities within commuting distance of all citizens.

Here, the colleges have flourished under county boards of education and have had strong support and direction from the state level. Florida's department of public instruction has a division of community junior colleges which works closely with the county boards and college administrations in planning and development.

College-going in Florida since the establishment and rapid growth of the junior college system is interesting and dramatic. The proportion of students starting college in public junior colleges has increased from 20.5 per cent to 62.8 per cent since 1957.

FLORIDA PUBLIC JUNIOR COLLEGES

Distribution of All First-Time-in-College On-Campus Students Among Florida Institutions of Higher Learning Fall 1957 — Fall 1966



In addition to the public community colleges, the state has three private colleges which enroll some 3,000 students.

Another development which has occurred in Florida, while not a trend, is of interest nationally. The state has established two universities which offer only upper-division and graduate studies. These institutions, along with the other state universities and colleges, are expected to enroll a large percentage of students transferring from junior colleges. The upper-division universities are Florida Atlantic University at Boca Raton, and the University of West Florida at Pensacola, the latter to open in the fall of 1967.

New York: An example of still another kind of pattern is that to be found in the state of New York. Here, as with all public higher education, the community college comes under the State University of New York, which is an administrative umbrella for all publicly operated colleges and universities.

The state has twenty-eight community colleges and six agricultural and technical institutes enrolling 56,000 full-time students and 58,000 part-time students. As with Florida and California, the state education authority — and the government itself — has in various reports and documents clearly spelled out its faith in the community college. Moreover, New York plans to spend $200 million on community junior college construction within the next five years.

Full-time enrollments in public institutions are projected to increase to 92,000 by 1970, and 134,500 by 1974. Seven new institutions will be opened by 1968.

In addition, some thirty-five private junior colleges are now operating in New York. They account for nearly 10,000 students, and contribute significantly to the cultural and educational program of the state.

Illinois: This state represents a different picture of junior college development, perhaps typifying what is happening in a number of states which have either not had an organized program of junior college education or only a few junior colleges. Moreover, Illinois is said to be the home of the first public junior college continuously in existence, Joliet Junior College, established in 1902.

But until the middle 1960's the state lacked a plan and an orderly form of development for public colleges. The regeneration came following many studies, the establishment of the Illinois Board of Higher Education, and eventually a master plan of higher education for the state. The plan provided a significant and prescribed role for junior colleges, created a state board for them, and offered the machinery for removal of the colleges from the common school system.

The authors of the master plan predicted that by 1971 there would be at least a dozen new comprehensive junior colleges. There have been twelve established by successful referendum since those words were

written, seven existing colleges have become "Class I" (independent boards with separate tax support and comprehensive programs), making a total of nineteen Class I colleges.

In the fall of 1966, the twenty-nine public junior colleges then in operation enrolled 72,423, a gain of 16 per cent in one year. Furthermore, the public junior colleges, which as recently as 1961 enrolled only 10.5 per cent of all Illinois college students, enrolled 21.2 per cent of a much larger total in 1965. It is estimated that 50 per cent of the students entering college in Illinois will do so in two-year colleges by fall of 1967.

Oregon: While less spectacular than Illinois or Florida or California, Oregon represents another growth picture which had its beginnings only five years ago. Passage of state legislation for community college development in 1961 and subsequent amendments resulted in the establishment of eleven community colleges since that time. These colleges now enroll more than 25,000 students. Six additional colleges are envisioned for the future.

New Jersey: What can happen in educational planning when lawmakers finally are convinced of the need for change is also illustrated in the state of New Jersey. Despite studies and recommendations dating back for many years, no action was taken to establish public junior colleges until 1958. The year is described as historic because it was the year when an office of Community and Two-Year College Education was established in the State Department of Education.

The next step was to provide for two-year county colleges, which the government did in 1962. By fall of 1966, four institutions had been established and were open for classes, and ten additional colleges had been approved and various steps taken toward establishment.

Michigan: Growth in Michigan has been phenomenal, even in the absence of a state plan (though machinery for state-level assistance is now being developed). Community colleges have been established at a rapid rate in recent years, with twenty-three now in operation. The Michigan community colleges enroll one of every three students enrolled in colleges and universities in that state. In 1966, enrollments reached 68,250 — a 16 per cent increase over the previous year.

There are many other state programs that could be mentioned. But the programs cited illustrate the quickening pace in planning as efforts are made to accommodate increasing numbers of men and women, young people and adults alike, who can benefit from college experience.

Other states to watch: North Carolina, Massachusetts, Virginia, Alabama, Pennsylvania, Ohio, Missouri, Colorado, Washington, Georgia, Wyoming, Minnesota, Hawaii, and Texas.

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Emphasis: The Multicampus

In their avowed efforts to extend educational opportunity to all segments of the population, to make college as accessible as possible, many community colleges serving large urban areas have in effect decentralized their operations. The multicampus operations in a sense are microcosms of the state networks. Proximity in terms of geography and accessibility in terms of costs are factors in college-going.

In some cases, the multicampus may in actuality be composed of separate colleges with their own presidents and boards operating under the umbrella of a junior college district, a county, city, or district school system. Los Angeles has six junior colleges, all operating in the Los Angeles City Junior College District. Until 1966, the eight colleges in the Chicago City College system operated wit' a central organization as a part of the city public school system. Under the new higher education plan, Chicago City College now has its own board of control with the colleges operating as branches as in the past.

Last fall, the new Seattle Community College was opened in temporary facilities scattered throughout the city. The college enrolled more than 12,000 students — which bore out planners' predictions that at least three campuses would be needed in the future.

No story is more dramatic than that represented by the spread of the Miami-Dade Junior College system in Florida, serving the Dade County area. In the past six years, a three-campus program has been developed — with a downtown skyscraper next in line. The college now enrolls a total of 18,500 students.

The St. Petersburg Junior College program also represents an interesting offshoot of the multicampus idea. Here, a second campus has been established to serve another city, adjacent Clearwater.

Dallas provides still another example. Until 1966, the city had no community college. But a year before the citizens voted a bond issue of $40 million to start a community college which is expected to grow to a seven-campus operation. The college opened in temporary facilities in the fall of 1966, enrolling nearly 4,000 students. Nearby Tarrant County (Ft. Worth) will open its own community college in 1967.

Cleveland got Cuyahoga Community College in 1962, the first institution of its type in the state of Ohio. Cuyahoga now has two campuses — its downtown Metropolitan Campus, enrolling 4,177 day students and 3,679 in the evening, and a Western Campus, opened this fall, which enrolls 1,061 students in the day, and 1,603 at night. In addition, Cuyahoga has two evening centers separate from the main campuses. Ohio now has three community colleges in operation, and five others are being considered.

St. Louis is the home of another recently established community college operation which reaches out into three major sectors of the city.

With central administrative organization, the St. Louis Junior College District has three campuses. Only four years old, the college in the fall of 1966 enrolled a total of 8,121 students, an increase of 18 per cent over the previous year.

Emphasis: Facilities Planning

Among the five categories in the 1966 higher education facilities design awards competition sponsored by the U.S. Office of Education, the Educational Facilities Laboratories, Inc., and the American Institute of Architects was a category for campus planning. Three awards were given in that category — all to junior colleges. One was given for the Cañada College of San Mateo Junior College District in California, another to Ohio's Cuyahoga Community College for its metropolitan campus, and the third for the campus of Jefferson Davis Junior College, a branch of the Mississippi Gulf Coast Junior College District in Handsboro, Mississippi.

The significance here is not so much in the fact that the colleges and their architects won the awards, but that the honors demonstrated one of the major problems and challenges faced by planners in the two-year college field: that of designing whole campuses rather than of a single building or a segment of a campus.

Facilities planning and construction have become major challenges for leaders in the field as they attempt to meet ever-expanding educational needs. Billions of dollars are being spent for community colleges — but for the single institution the budget is often limited. The planning must be done in a way that will bring the most for the taxpayer's dollar.

Here is an example of what the new junior college may often face in terms of campus planning, as related in an article on the subject:

> The Tarrant County Junior College is a new institution now under construction. Circumstances dictated that the architects be brought into the picture at the very beginning. Faced with the task of opening the first unit of a three-college system in September 1967, the board of trustees moved rapidly. Within thirty days of its election on July 31, 1965, the board had selected a president for the district. Within six weeks after the president reported for duty, a statement of philosophy had been written, basic principles of multiple campus planning had been established, architects had been commissioned, and three sites

totaling 496 acres had been selected and acquired. At the end of twelve months following the formation of the district, educational program and construction are progressing according to plans.

In short, the needs for the places of learning are so great and the time for planning and development so limited that planners are often faced with the problem of building what amounts to instant campuses — but with facilities that will endure change and obsolescence.

Here is a statement by a representative of Cuyahoga Community College outlining the philosophy behind the planning of its campuses:

> This two-year public community college serves a county population of nearly two million persons. Now beginning its fourth year of operation, the college has experienced a rate of growth which, in four years, will quadruple the original enrollment of 3,200 full and part-time students.
>
> To provide for continuing expansion, three permanent campuses are projected — two to be located in the suburbs, and one in the central city. A 40-acre urban site and a 130-acre suburban site have already been acquired. Construction of the first elements of the urban campus is scheduled to begin within the next two months. A restricted budget and rapidly escalating construction costs work directly against the constantly increasing demands for space.
>
> The dynamic nature of this institution has made it necessary to plan in such a way that change can be accommodated during the planning phases, as well as by future alteration of permanent structures. Major increases in enrollment will be absorbed by the construction of additional campuses; however, it is known that eventually the downtown facility will have to be increased in size and capacity by as much as 20 or 25 per cent without acquiring additional land.

These comments reflect the kinds of challenges faced by new colleges. Older, well-established institutions also encounter planning problems as they attempt to expand and add facilities to meet new needs.

But there is definitely an emphasis on careful planning and construction of new facilities, and a growing interest in taking advantage of the opportunities offered to innovate and experiment. Such concepts as the cluster college, the educational supermarket, the library college, and the educational resources center figure into the thinking of educational and architectural planners alike.

Emphasis: Comprehensive Programs

The comprehensive program — with transfer curriculums, occupational curriculums, and continuing education — is not new in the junior college field. But there is increased emphasis, these days, on providing

varied opportunities for a variety of needs, abilities, and interests. The spectrum of educational needs is as broad as the population itself.

That the junior colleges are contributing significantly to the preparation of students for transfer to four-year colleges and universities can be seen in the enrollment figures previously cited. The proportion of students beginning their college work in two-year colleges is increasing rapidly. The transfer function of the junior colleges was once its major function, and in some of the private colleges continues to be the primary objective of the institutions. Increasing attention is being given to improving the process of transfer in order to insure that programs of both the junior colleges and the four-year institutions take into account the need for smooth transition. Better articulation between the various institutions has become an important goal.

Junior colleges over the years have also developed a variety of courses of study which are grouped under various headings, today commonly called occupational programs. These programs have been expanded and improved in the face of changing technological and manpower needs, and because of the growing national concern with providing some kind of opportunity for education beyond the high school. They are often divided or categorized into the health fields, engineering-related technologies, and business-related occupations. Public service provides still another outlet for training and human development.

Huge numbers of men and women take advantage of continuing education programs at junior colleges, evidenced by the large evening division enrollments that are reported. Often the numbers attending special programs — some for credit, others simply for the opportunity to gain knowledge of a given subject — eclipse enrollment in day programs. The colleges provide enrichment courses, job-training programs, and programs that will upgrade men and women in their occupations.

It is possible in Miami to complete a course of study in a "weekend college" especially designed for working people; in Chicago to earn an associate degree via the junior college system's TV College; and in most places where there are two-year institutions it is possible to earn a degree in evening classes. In short, time is no longer a barrier to pursuit of a college program.

A look at a college catalog will give an idea of the range of occupational programs that the typical community junior college was offering its students in 1966:

Advertising Art and Design
Business Programs
- Accounting
- Air-Line Stewardess Service
- Insurance
- Merchandising

- Office Training
- Real Estate
- Secretarial Training
- Traffic and Transportation

Chemical Technology
Criminology
Dental Auxiliary Services

- Dental Assisting
- Dental-Laboratory Technology

Engineering-Technology

- Architectural-Engineering Technology
- Civil-Engineering Technology
- Design-Drafting Technology

Electrical-Engineering Technology
Mechanical-Engineering Technology

- Machine Design
- Engineering-Prototype Development
- Manufacturing Production and Control
- Sales Engineering

Design of Air-Conditioning and Refrigeration Systems
Equipment and Instrument Maintenance
Instrumentation and Operating Engineering
Fire-Science Technology
Graphic Arts
Hotel and Restaurant Program

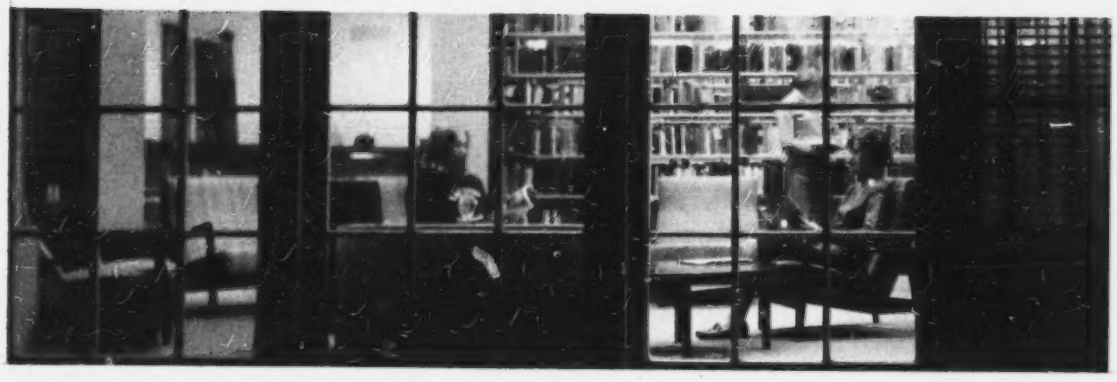
- Hotel and Restaurant Operation
- Food Preparation

Industrial Technology
Library Technology
Medical Assisting
Nursing
Ornamental Horticulture and Retail Floristry

- Commercial Cut-Flower and Greenhouse Production
- Landscape Gardening
- Nursery and Garden-Center Operation
- Retail Floristry

Photography
Teaching Assisting and Instructional Media
X-Ray Technology

Another important characteristic of the comprehensive junior college is demonstrated in the above listing, which comes from the catalog of the City College of San Francisco. Emphasis is on certain programs that reflect the character of the community. Both the hotel and restaurant and the ornamental horticulture and retail floristry programs are identifiable with the San Francisco area's huge tourist industry.



The sign of success for such programs, however, is what happens to the student who successfully completes such a course of study. There is ample evidence that the technicians and semiprofessional workers produced through these curriculums are in great demand, that they have a choice of opportunities, and that starting salaries and potential for advancement are excellent. Large corporations in 1966 were recruiting on junior college campuses to find the manpower to fill the many jobs available. In addition to the demand from private industry, there is growing interest on the part of many government agencies in cooperating with junior colleges in establishing programs to prepare men and women for government work.

Emphasis: Administrators and Teachers

The continued rapid expansion of junior and community colleges in 1966 further heightened concern for alleviating the acute problem of staffing two-year colleges, both at administrative and faculty levels. Not only was it a question of meeting quotas in terms of numbers, but in finding presidents, deans, counselors, and teachers adequately prepared and interested in the kind of educational opportunity represented by the junior colleges.

Predictions of need for presidents, deans, and business officers give some clue to the staffing problem. A total of 1,400 new presidents are needed from 1965-66 to 1979-80. Slightly more than 1,500 new academic deans will be needed during the same period, as well as an additional 1,000 chief student personnel administrators, and 1,000 chief business officers.

As for teachers, there have been various estimates of needs during the next ten to fifteen years. The precise number needed is not really important when it is recognized that the supply required will number in the tens of thousands. While there is great demand for personnel who are prepared for teaching in liberal arts and general education, there is also growing need for men and women to teach technical and semiprofessional courses where years of job experience may count as part of educational training and preparation.

To meet the problem of staffing, junior college planners sought to improve conditions for employment in junior colleges. These efforts are reflected in steadily rising salary and benefit programs, in increased atten-

tion to special study opportunities for teachers, and increased cooperation with four-year colleges and institutions in development of special teacher education programs to prepare men and women for work in junior colleges. At the administrator's level, the Junior College Leadership Program continued at ten major universities across the country, producing many well-qualified personnel for the two-year colleges.

At best, however, the approach to the staffing problem represented a holding action as planners awaited the development of new programs of teacher and staff preparation and the exploration of problems affecting the production of manpower for assignments in the community and junior colleges.

Emphasis: Student Personnel Work

Closely related to the staffing problem is that of organizing and developing effective student personnel programs in junior colleges. It has long been recognized that the student personnel field is an area which requires much more emphasis than it has been given in the past, that the growing numbers and types of students taking advantage of the varied opportunities provided by junior colleges require expert counseling and guidance services.

National studies have indicated that junior colleges are not as well staffed for student personnel work as they should be, that they have failed to arrange for and make certain that student personnel workers take advantage of various training opportunities now available to them, and that the programs now extant are not organized as effectively as necessary to meet the myriad problems in the field.

The student personnel situation is one that takes high priority on any list of concerns for the junior college field. Various organizations, as well as the two-year colleges themselves, are working toward solutions.

Emphasis: Federal Programs

Junior colleges have benefited from recognition by education-minded Presidents and Congresses in recent years, recognition that was considered long-overdue among many two-year college supporters. The first major federal attention given to two-year colleges was in 1963 with the passage of the Higher Education Facilities Act, which specified that 22 per cent of the construction funds appropriated by Congress under Title I of the act should be allotted for the use of public community colleges and technical institutes.

The proportion of allotments to junior colleges was raised in 1966. Under amendments, the junior college allotment was raised to 23 per cent in 1968, and to 24 per cent in 1969. Through action of the Eighty-ninth Congress in late 1966, therefore, nearly $500 million was authorized for public junior colleges for the years 1967, 1968, and 1969.

Another major education bill which came from the Eighty-ninth Congress in late 1966 and which holds promise for two-year colleges, is the Allied Health Professions Act, which includes junior colleges. It provides $500 per student to colleges for the operating costs of health technology programs in which students are enrolled. The bill also provides funds for construction of health education facilities and other benefits. Various student loan programs also provide benefits for junior colleges.

The Higher Education Act of 1965, which contained several titles allowing participation by junior colleges includes one provision for educational opportunity grants of from $200 to $800 to make new aid available to needy students from low-income families. To be eligible a student must be in exceptional financial need and unable, except for the educational opportunity grant, to engage in full-time study. By May 1966, the U.S. Office of Education had approved proposals for grants from 1,400 institutions of higher education, including an estimated 200 junior colleges and fifty technical schools. The average grant for all institutions was $435, and that for technical schools $233.

Some other assistance programs recently enacted by Congress which allow for participation by junior colleges include:

College Work-Study Program under the Higher Education Act of 1965 (transferred from the Economic Opportunity Act of 1964): The program is aimed at assisting students from low-income families by providing opportunity for employment while they are in school or college.

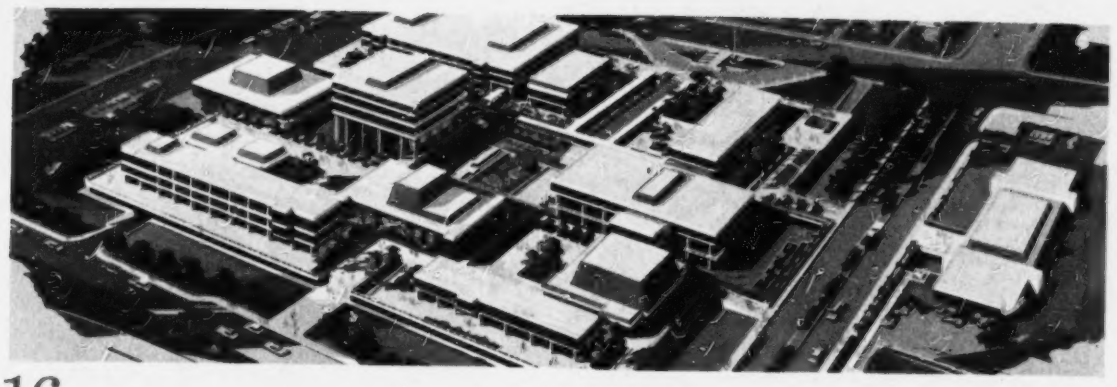
GI Bill of Rights: This new program provides sums in varying amounts for eligible veterans to attend colleges or schools of their choice.

In addition to provisions of the Higher Education Act of 1965, junior colleges are eligible with other institutions for support under other titles. These include:

Community Services and Continuing Education: This is a five-year program to aid institutions of higher education in undertaking programs of community services and expanding continuing education. The program is carried out by a designated state agency.

College Library Assistance: This title authorizes a three-year program of assistance to institutions of higher education to develop library resources, train librarians, and conduct research in library sciences.

Strengthening Developing Institutions: This program aims at assisting small institutions that are beset with a number of problems such as limited financial support. The title provides for (1) a "big brother" system whereby a "developing" institution can work in concert with established colleges and universities to solve its problems, and (2) a national teaching fellowship program which will permit graduate students and junior faculty members from established colleges and universities to join the faculties of developing institutions in order to augment their teaching resources. Twenty-two per cent of the monies available under the program have been set aside for both public and private junior colleges.



Financial Assistance for the Improvement of Instruction: Funds under this title may be used to acquire instructional materials to improve the teaching of science, mathematics, foreign languages, history, geography, government, education, the arts, English, and other humanities. Federal funds, which are matched by the institutions participating, are used to supply classrooms, libraries, or audiovisual centers with equipment, materials, published materials other than textbooks, and closed-circuit television.

Two-year institutions are increasingly being invited to participate in educational programs of various government agencies. The National Science Foundation, for example, seeks participation by junior college faculty in summer institute programs and N.S.F. makes equipment grants to many colleges.

There is growing interest, however, in looking at the special aims and purposes of the junior colleges and their increasing role in educating more Americans in relationship to possible major support programs at the federal level.

Summary

In the above commentary, effort has been made to bring together information on what appeared to be major emphases in the junior college field during 1966. There are others, some of which might get top priority on many campuses. The whole question of financing, for example, is certainly a large and important one.

The frequently heard words "innovation" and "experimentation" also have important application in the junior college field. Certainly many colleges are emphasizing the need for trying new teaching techniques, utilizing new types of teaching equipment, and organizing curriculums and classrooms in new ways.

This report singles out the emphases that during 1966 seemed to have most impact on the work of the American Association of Junior Colleges. While its services and activities were not entirely confined to these aspects of junior college education during the year, they tended to be among the priorities for attention and action.

PART II: Response

The national program and services of the American Association of Junior Colleges, as indicated earlier in this report, represent a response to the needs and interests of the member institutions of the national organization as well as its concern with the shape of education in general. Expansion in the junior college field is reflected in the growth of services and activities. There are fifteen professional staff members in the headquarters office at present, some of them making up a central staff and others working on various projects.

The American Association of Junior Colleges now has an institutional membership of 700, a figure which changes almost weekly as new colleges are admitted to membership. In addition, affiliation opportunities are available for individuals, agencies, and organizations that wish to contribute to the work of junior colleges or may have a special interest in the field.

AAJC has always represented institutions that vary widely in purpose, type, control, and location, but has successfully voiced the interests of junior college education as a whole, rather than any particular geographic area or type of institution. Increasing support and recognition have been received from foundations and corporations interested in furthering educational aims. In addition, recognition has come from many state and national organizations, as well as federal agencies, for the leadership role of the Association in the country's educational plan for all citizens.

Programs and services are carried on through an organizational framework that includes the Board of Directors (with president and vice-president), five commissions, the Council on Research and Service, and the headquarters staff. The Association has also utilized, when appropriate, experts in the field for part-time work on various projects. Nearly 200 representatives of junior colleges are actively involved in the affairs of the Association at any given time through participation on the Board of Directors and the commissions (instruction, administration, legislation, student personnel, and curriculum). Since membership on the board and commissions is ordinarily confined to three-year terms, opportunity is provided for even greater involvement on the part of members of AAJC.

It was within this organizational context that the Association responded to developments and needs in the field which it represents during 1966. Many of its ongoing services, of course, cut across the spectrum of opportunities and services which its member institutions, themselves, provide; but in 1966 a number of significant new programs were launched, and others started in previous years reached important stages of develop-

ment. What the Association did, the efforts expended, will be reviewed in the following pages.

Response: Statewide Planning

The Association, of course, has no official role in state planning, nor does it advocate any particular pattern of development. Its chief concern in this regard is to cooperate with state agencies, legislatures, and education leaders in obtaining information and devising patterns of development suitable to the particular needs of a given state. Earlier efforts, for example, included the planning in 1961 of a conference that produced guidelines for state legislation, and in 1965 cooperation with the Council of State Governments in producing a model Community Junior College Act for use by state legislatures.

Perhaps the major advancement in which AAJC figured during 1966 was the formalization of its relationship to the newly established Council of State Directors of Junior Colleges. The council, while independent of the Association, is an outgrowth of AAJC's efforts to assist in providing a forum for action and discussion among the representatives of state-level agencies with responsibility for junior college programs. Increasingly, states are making provisions for community and junior college offices. At a meeting in November, the council agreed that it would attempt to serve as a clearinghouse for information on state developments and would recommend programs for federal consideration as well as interpret and clarify new national programs.

The Association, through its federal relations office, also clarified and interpreted new federal programs that seemed to have implications for state planning as well as for individual institutions. The chief means of communication utilized was the *AAJC Federal Affairs Bulletin*. Staff also participated in and provided information for meetings of the Education Commission of the States, which had earmarked junior college planning as a priority interest.

In a major contribution to the literature on state planning, the Association published in 1966 a booklet tracing the patterns of organization for junior colleges in twenty states. The report is called *Junior Colleges: 20 States*.

Response: The Multicampus

The Association is committed to the idea that educational opportunity must be put within financial and geographic reach of those who can benefit from college training. There is ample evidence to show that proximity of campuses to the populations they serve has a notable impact on college-going.

Thus, effort has been made to provide information on orderly plan-

ning of multicolleges, campuses or branches serving large metropolitan areas. Through the *Junior College Journal*, and through its public information activities, the national organization has sought to convey the concept of the multicampus to planners of new institutions. Studies and reports have been collected for reference. Through various other AAJC programs (to be discussed later in this report), the nature and response of the big city community college to educational needs have been explored and recommendations made.

Response: Facilities Planning

While the American Association of Junior Colleges does not design or construct buildings, it has long played a central role at the conceptual as well as practical stages of planning and designing two-year college campuses. It has provided consultant services to institutions planning new facilities, has published articles on facilities needs and designs, and has engaged with others in philosophical consideration of the places of learning.

An early effort, for example, was the Association's part in a Design Fete at Rice University, where architectural designers and educators took a look at the shape of the junior college of the future. The Association provided background material for the conference, as well as consultant services.

In 1966, the national Association received a grant from the Educational Facilities Laboratories, Inc. enabling it to take a long step forward in its efforts in the facilities field. E.F.L. provided funds for the establishment of a facilities information program aimed at making AAJC a central clearinghouse for assistance and information on facilities planning. During the year, the Association collected studies and other data for use in disseminating information on planning and design.

As a part of the new program, a consultant service has been established which will make it possible to provide expert advice to communities and groups involved in facilities planning. The facilities information office is taking a broad-gauge view of the job to be done — exploring all possible approaches to planning and design. During coming months, such projects as an airborne tour of notable facilities are contemplated, as well as the production of a bulletin which will provide a medium for the exchange of information and ideas.

The capstone of the past year's efforts in this direction was an Inner-City Community College Facilities Conference held in Dallas, Texas, December 15-16. Conferees — including representatives of junior colleges, state departments of education, universities, and leading architectural firms — spent two days intensively considering the types of community college facilities needed to cope with social and economic problems of people in large urban centers. A report will be published summarizing

the conclusions reached and offering recommendations. This is the first of a series of conferences on special problems that will be held under the facilities program. Consideration will be given to facilities planning in a special program planned for the 1967 annual convention of American Association of Junior Colleges.

On another important front, the Association cooperated with other national education organizations and various agencies of the federal government in clarifying facilities needs of junior colleges in terms of federal aid programs. Two-year colleges are receiving an important share of funds under government programs.

Response: Comprehensive Programs

The Association has for a number of years engaged in intensive efforts to explore and to create an awareness and understanding of the role of the junior college in the occupational education field. It has recognized the expanding role of the two-year college in providing the first two years of a baccalaureate degree program, but in recent years has focused on the growing need to help develop leadership in the less understood field of occupational education. There has been recognition that if all Americans are provided opportunity for at least two years of education beyond high school, then the experiences that are provided should be suitable to the needs, interests, and abilities of all those who can benefit from the added education.

With support from the W. K. Kellogg Foundation and the Alfred P. Sloan Foundation, AAJC in the past several years has published widely in the field of occupational education and served as a catalyst in bringing other interested groups together for conferences on the role of the junior college in this field. Among key problems that were repeatedly raised in sessions on the subject were (1) lack of public understanding of the rewards and benefits of occupational education; (2) need for well-trained and oriented teachers for technical and semiprofessional subjects; (3) cooperation with professional organizations in the fields — health, industrial, business, service — in which major manpower needs seemed to exist; and (4) integrating occupational education programs with liberal arts and general education offerings of the community junior college.

Explorations of these and other topics culminated in a realization of the fact that the Association could provide important services in the field with adequate staff and support. By the end of 1965, necessary support was provided in a grant from the W. K. Kellogg Foundation. The foundation, with its long-time interest in community education programs, awarded a grant of $782,500 to support a five-year project in occupational education development.

Organizationally, the grant provided for the establishment of a project staff of three experts in junior college occupational education to find ways

of approaching problems outlined earlier. The staff was obtained and went to work shortly after the beginning of 1966.

During the year, the occupational education staff have represented junior college interests at meetings of major trade, technical, and professional organizations. Many of the national organizations in the field have charted plans that envision more involvement on the part of junior colleges in training of technicians and semiprofessional workers for their particular fields. In the medical field, for example, AAJC participates in a joint committee with the National Health Council and the National Council on Medical Technology Education. A project committee has been set up with Educational Testing Service to plan a new occupational education measurement program.

Early in the year, the Association cooperated with the Midwest Technical Education Center of the St. Louis Junior College District in a national conference on occupational education. The conference concentrated on four major problems: (1) the meaning of occupational education for society; (2) curriculum development and review; (3) administration of occupational education programs; and (4) student personnel services for occupational education. A report of the conference, containing some thirty recommendations, has been published by the American Association of Junior Colleges under the title *Emphasis: Occupational Education in the Two-Year College.*

Another contribution during the year was made through an AAJC-sponsored conference on health-related and paramedical education. Thirty leaders in health and paramedical education met to develop guidelines and procedures for consultative services in the field. Pren-Hall Foundation provided financial support.

Project staff have consulted with scores of colleges during the year, both as a means of acquainting themselves with types of programs now being offered and of exchanging information with the institutions. Consultant services are being offered as a part of this project.

The *Occupational Education Bulletin* is published regularly. It is a means of exchanging information and ideas on occupational education programs.

Since the concern of the Association goes beyond the limits of the national project, attention has been given to occupational education in other services and offices. The public information office has continued to stress developments in this field in articles and releases prepared for use by both education and popular press. The federal relations office has worked closely with government agencies and other organizations dealing with both existing and planned programs of aid for vocational and technical programs.

The Allied Health Professions Act, the Vocational Education Act, and the Nurse Training Act are among those for which the Association

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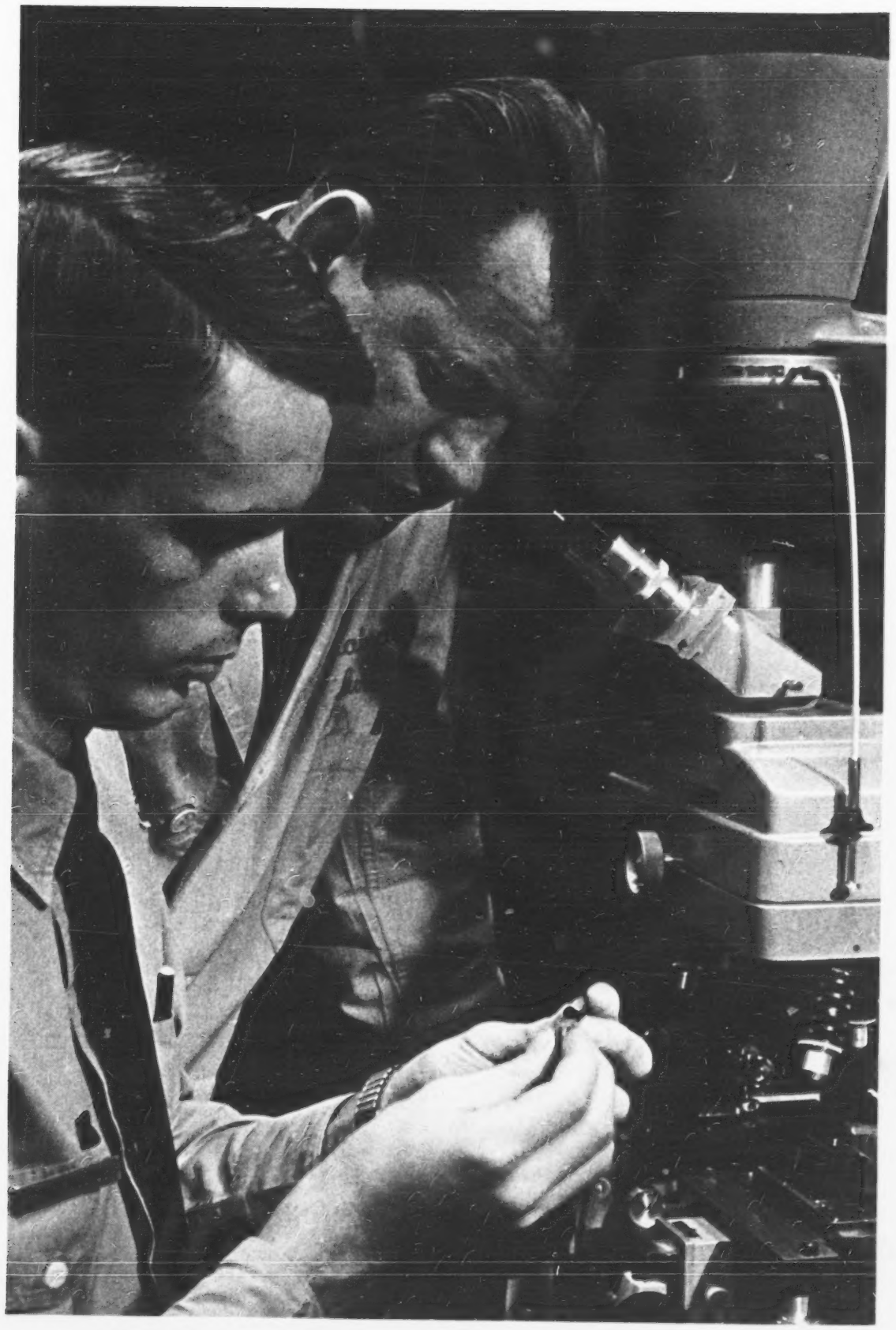


provided testimony and information at the request of government agencies, the administration and Congress.

While occupational education received major emphasis, attention of the Association was also focused on the problem of educational programs leading to transfer — particularly on the process of transfer. The problems of the transfer student, the relationships of two-year to four-year colleges, have long been of concern to AAJC. Efforts to do something about these problems dates back several years when discussions between the American Association of Junior Colleges and the Association of American Colleges led to establishment of a joint committee to find ways to facilitate transfer of students from junior to four-year colleges. The two associations then involved a third, the American Association of Collegiate Registrars and Admissions Officers.

The committee immediately ran into an information gap on transfer problems, and identified the filling of that void as a major objective. Arrangements were made, with the Center for the Study of Higher Education at Berkeley for a research project. Financial support was provided by the U.S. Office of Education. The resultant three-year study turned up dramatic evidence of the need for better understanding and articulation among two-year and four-year colleges, and the elimination of many roadblocks to successful transfer.

Acting upon the research, the committee sought to disseminate results of the study and to arrange for conferences where guidelines for transfer could be developed. Financial support was requested and obtained in the amount of $50,000 from the Esso Education Foundation, enabling the employment of a project director and the planning and organizing of ten regional conferences of junior college and university representatives. These conferences resulted in development of a guidelines statement on transfer. Two publications, one reporting the research and the other the guidelines, were published and distributed widely by the American Council on Education.

Response: Administrators and Teachers

The Association's interest in staffing junior colleges has been expressed in a variety of ways during recent years. Early in 1959, for example, AAJC began working with universities and the W. K. Kellogg Foundation in laying the groundwork for the establishment of the Junior College Leadership Program. Aware of the impending explosive growth of junior colleges — in numbers, in size, and in complexity — the urgent need for recruitment and development of administrative talent was forseen.

A plan was formulated which envisaged the establishment of graduate centers for the purpose of preparing men and women for administrative positions in two-year colleges. The "J.C.L.P." became a reality in the 1960's when the Kellogg Foundation awarded substantial sums to ten leading

universities for the establishment of centers serving various regions. The centers have produced scores of candidates for administrative positions in junior colleges since that time, and likely will continue to do so.

As in many other fields, the role of the Association in connection with the leadership program was catalytic in nature — crystallizing the problem and the need and bringing together the forces that could best provide the necessary machinery for creating and maintaining the program.

The Association in 1966 continued its close relationship with the centers, cooperating with them in conferences and meetings of various kinds. For the past several years, AAJC has been a cosponsor of annual conferences on various aspects of junior college education. These meetings have resulted in reports that contribute to the literature in the field.

Closely related to the concern for administrative development and recruitment has been that of faculty preparation and recruitment. The Association in recent years has encouraged — with substantial results — major universities to institute graduate programs in junior college teacher education. Efforts at cooperation with the universities resulted last year in the establishment of the Council of Universities and Colleges, which met for the first time in August 1966. The council identified as one of its principal responsibilities the advancing of junior college teacher preparation programs in their own institutions as well as others.

In another direction, the Association continued to work with government and professional agencies in efforts toward involving more junior college teachers in summer workshops and institutes. Examples were cooperation with the National Science Foundation, the various professional science and technology organizations, and the National Council of Teachers of English.

With support from N.S.F., the National Junior College Science Teacher Registry was updated in 1966. The registry has served a useful purpose in providing a means of contacting teachers about important government and professional education programs.

For the fourth year, the Commission on Instruction in 1966 assisted in the planning and programing of a one-week conference at Bennett College in New York on the Nature and Demands of Two-Year College Teaching. The program again provided opportunity for teachers from participating colleges to engage in intensive but informal discussions of the work that they do, exchanging ideas on wide-ranging subjects. The Association also contributed to teacher development through the *Junior College Journal*, with a number of articles printed in 1966 on teaching techniques and processes. In addition, the annual convention contained sessions concerning junior college teaching.

Until 1966, however, there was a major gap in information available on the junior college teacher, his attitudes, the conditions of employment, the environment for teaching. It seemed important to gather data that would serve as a basis for future efforts at recruiting and preparing teach-

ers, as well as in finding opportunities for those presently in junior colleges to improve themselves.

The United States Steel Foundation, Inc. awarded a grant of $50,000 for a one-year study that would bring all aspects of the teacher situation into focus. The study was launched and a director and an advisory committee charted a plan whereby the director would visit a sampling of colleges that would include all types and geographic locations and conduct personal interviews with teachers on the campuses selected. He visited some twenty colleges and interviewed more than 700 persons.

The study is now complete and a report has been published under the title *Junior College Faculty: Issues and Problems.* In a summary of the report, the study director, Roger H. Garrison, notes:

> Because of his unprecedented situation and the demands being made upon him, the junior college teacher is a "new breed" of instructor in higher education. He fits few traditional categories. His status is ill-defined. Yet, he is the central person in the national commitment to an open door to education-beyond-the-high-school for everyone who wants it. If he is to become a fully professional colleague in higher education — which is his aim and desire — he needs leadership and help in ways more numerous and on a scale more extensive than anything now planned or available from any agencies or institutions. Because of the headlong growth of junior colleges, the instructor's professional problems — now urgent — will rapidly become near emergency in their need for solution.

Among the recommendations are these:

> The formation of a prestige group, a National Committee for Junior College Faculty, comprising nationally known colleges and university professors, to act as a task force to outline action programs and as spokesmen for junior college faculty concerns
>
> The organization of *ad hoc* conferences on specific problems (e.g., design and development of pilot in-service training programs) for guidelines to junior colleges
>
> The development of pilot summer institutes for faculty, with particular emphasis on problems of instruction in public comprehensive colleges
>
> Joint conferences of junior college deans and representatives of college and university graduate schools concerning preparation of two-year college teachers
>
> Administrator-faculty workshops to develop guidelines for training subadministrators (division and department heads, especially)
>
> Establishment of a national center for junior college studies.

While the national teacher study has been completed, work in this field continues. Staff will concentrate during coming months on finding means to implement the recommendations coming from the project.

Response: Student Personnel Work

The student personnel field is another side of junior college programing that has occupied considerable attention of the Association and its commission on student personnel work for the past several years. Effective student personnel services have long been considered a keystone in the success of the comprehensive community college in meeting the educational and social needs of the great variety of young people who enroll in these institutions.

Therefore, the Association listed as one of its priority objectives several years ago the formulation of a national program in this field. First step was to examine the status of student personnel work in junior colleges and to build on the foundations that had been laid.

In 1963 a two-year Project for Appraisal and Development of Student Personnel Work in Junior Colleges was launched. The program, supported by the Carnegie Corporation of New York, revealed considerable need for development of student personnel services in junior colleges, and resulted in important contributions to literature in the field, with preparation of guidelines for student personnel organization and services.

An experienced and nationally known student personnel expert has been employed on a part-time basis during the past few months, and will assume full-time responsibilities at the beginning of 1967 under an additional grant from the Carnegie Corporation.

As a part of the project, efforts will be made to identify outstanding programs, provide consultant services, create better relations with other organizations interested in the field, set up demonstration programs, and explore ways of recruiting and preparing student personnel workers.

The Association has also published a series of booklets in the student personnel field, with others scheduled for the future, and has cooperated in development of summer workshops and guidance institutes.

Response: Federal Programs

During the past two years, a federal relations program has been maintained through voluntary support from member institutions of the national organization. The program was established in response to increasing interest on the part of the administration, Congress, and many federal agencies in contributing to education at all levels.

The federal relations office of the Association has served as a clearinghouse for information on new government programs, and has provided data on two-year college activities to agencies and individuals interested in the field. *AAJC Federal Affairs Bulletins* dealing with various issues are published frequently.

Staff of the Association have been called upon to interpret needs and purposes of junior colleges before government leaders. Testimony has been provided, upon request, to congressional committees reviewing legis-

lation affecting two-year colleges. At the close of 1966, a workshop on federal programs was held by AAJC for its members. More than 550 persons attended.

Review and Projections

These, then are some of the major emphases in the major junior college field and in an accounting of the ways in which the American Association of Junior Colleges has and is responding to them. It is important to note that for many of the areas discussed here the Association now has long-term commitments of staff and financial support. Much of the work described represents movement from the research to action stage, though research will continue to receive attention.

The expanding role of the Association is also reflected in the growth of its publishing activities, increased attendance at the 1966 annual convention, the attention focused on the junior college movement by national media and other organizations, as well as the pace of interest on the part of the federal government in the work of two-year colleges.

Through its public information and public relations services, the Association provided information to the press on junior college developments, participated in the preparation of the eighth edition of *American Junior Colleges,* published by the American Council on Education, and prepared articles for a number of foreign and domestic professional and education magazines. The public relations office also collected data for publication in the annual *Junior College Directory.*

With assistance from the Shell Companies Foundation, a junior college viewbook, *Many Things to Many People*, was made available to schools and colleges.

Circulation of the *Junior College Journal* reached 20,000 in 1966, tripling in the past four years. The magazine also expanded in numbers of pages and in advertising sales, as well as in the range of topics covered.

In addition to the *Journal*, the following other reports and bulletins were published:

1965 Annual Report of the American Association of Junior Colleges

1966 Junior College Directory

To Work in a Junior College (a guide to administrative and faculty placement)

Selected Papers (from the 46th Annual Convention of the American Association of Junior Colleges)

Emphasis: Occupational Education in the Two-Year College (addresses and recommendations presented at a conference sponsored by the Midwest Technical Education Center and the American Association of Junior Colleges, May 12-14, St. Louis, Missouri)

Many Things to Many People (a viewbook on junior college opportunities)

Paramedical and Health-Related Programs in the Junior College (report from the Alabama State Conference on Paramedical Education, May 10-11)

Junior Colleges: 20 States (on developments in twenty states)

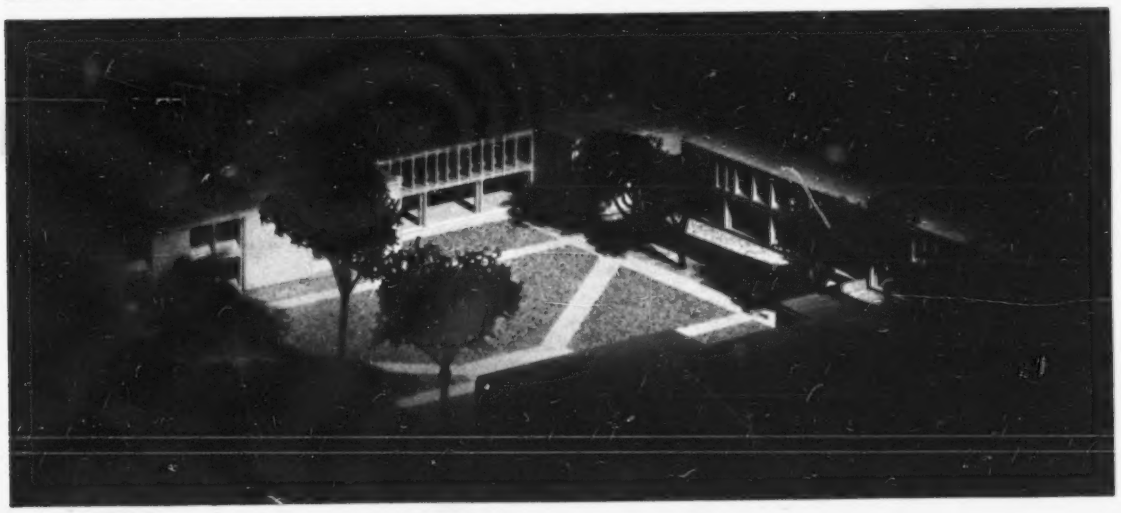
The Association for the past several years has engaged in a vigorous development program. Results are reflected in the growing staff and in the increase in number of special projects and programs. In addition to project support, grants for general operations were received from the following: General Motors Corporation; the United States Steel Foundation, Inc.; Cities Service, Inc.; the Esso Education Foundation, Inc.; and the Ford Motor Company Fund.

The accelerated program of the national organization has also been recognized in support contributed by members through annual dues. Yet, even with a proposed increase, dues income will total only $200,000 of a $700,000 budget for 1967.

Financial Review for 1966

Income		*Disbursements*	
Membership Dues	$146,562	General Operations	$213,426
Contributions and Grants	70,563	Publications Development & Production	78,664
Publications	97,868	Committees and Commission Expenses	12,109
Other	15,242	Consultant Services	2,152
		Annual Convention (net)	2,233
Total	$330,235	Total	$308,584

Special Projects (restricted funds) Disbursements $271,983



PART III: Projections

Work on various projects and services will go on during the coming year, but other areas of concern will also be identified and responses charted. Some of the areas of concern and questions are as follows:

1. *Continuing Education:* Will community colleges become centers for continuing education? What are they doing now? How should these institutions relate to the university extension services and adult education in high school? What services should AAJC provide in stimulating program development, preparation of professional personnel, articulation with other organizations?

2. *International Education:* To what extent can resources of community colleges be made available toward development of middle-level educational programs in South America, Africa, Asia? Is it advisable to encourage the continuation of such programs as the one for Kenyan students conducted in 1963? (Sixty students spent two years in New York and California junior colleges in semiprofessional and technical programs.) What staff in junior colleges can be useful to other countries as they seek to broaden educational opportunities and programs? How can the Association relate to other agencies in international education?

3. *Junior College Libraries:* AAJC has established a joint committee with the American Library Association. A most helpful conference was held under a grant by the Council on Library Resources. Some major steps should be initiated now toward the improvement of junior college libraries. What should these steps be? With fifty new institutions established annually, ought there to be focus on new institutions in a program of improvement? Are the guidelines of the American Library Association appropriate to the community colleges? If not, how could more realistic and helpful guidelines be formulated? To what extent are the needs of occupational students met with current library resources? Where is the talent in the junior college field which could be brought together to work on this problem?

4. *New Colleges:* More than fifty new colleges are being started each year. AAJC is contacted for advice just after their boards are selected. They want assistance on a wide range of problems — from selection of a president to shaping the philosophy of the institution. Many of the states are not yet staffed to provide necessary assistance. Not many universities provide consulting assistance. Many of these institutions will be large and complex. How they get started is of critical importance. What can the Association do to stimulate the production of greater resources for their guidance? How can this information be made available to the new institutions? What kinds of planning services could be developed and under what auspices?

5. *Relationships with Universities:* Growing from the ten universities involved in the J.C.L.P. project, a Council of Universities and Colleges has been established. This council is a loosely knit group which meets once or twice a year. About fifty university representatives are now on the roster. Sessions have been held to discuss preparation of junior college teachers and research needs. However, the organization is in an embryonic stage. There is a great deal of potential value in its relationship with the Association. How can an effective and productive continuing partnership be maintained?

6. *State Level Junior College Officials:* Another major development this past year has been the establishment of a relationship between AAJC and a Council of State Directors of Junior Colleges. In thirty-seven states there is now a state-level office with responsibilities for junior colleges. Sometimes this is a state junior college board, in other states a division within the state department of education. Ways are being planned to work with the states in regard to information, staff preparation, facilities planning, state legislative patterns, and other matters of common interest. The beginnings hold real promise. Some staff time has been made available for a few services to this group. Now there should be careful planning of ways in which AAJC can cooperate for the good of the institutions in all of these states.

7. *Curriculum Development:* A plan of attack is needed urgently in a number of curricular fields. For example, what programs are appropriate in community colleges as they move toward the assignment of universal educational opportunity? What curriculums are needed in the inner-city community colleges? What ought to be the common experiences of the broad variety of students in the comprehensive institution? What about basic science courses and basic social sciences designed for the two-thirds of the junior college students who will not be transferring to a baccalaureate program? How can curriculums be developed that will be appropriate to tomorrow's needs rather than today's and yesterday's, especially in the rapidly changing technologies? Has not the junior college reached a level of maturity and experience so that it can provide educational experiences of value in and of themselves rather than those dictated by the universities to which the students may or may not transfer?

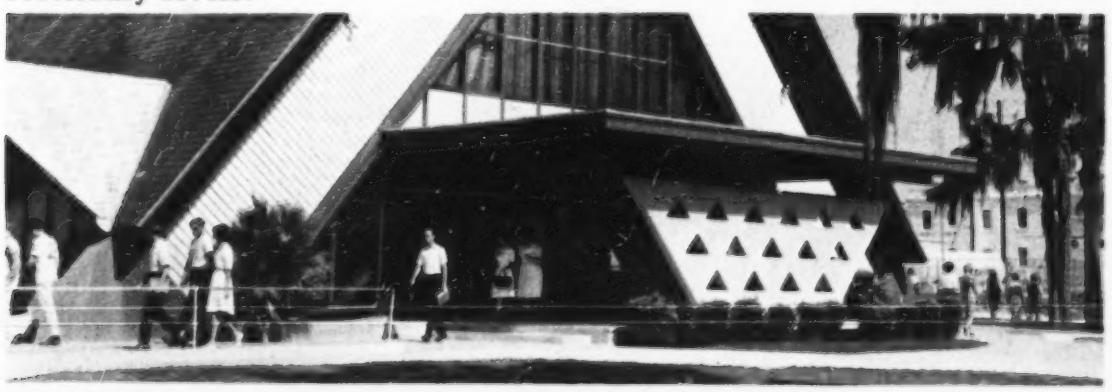
8. *Research Planning in Regard to the Nontransfer Student:* Much is known about the transfer student and his experiences. Good research has been done on his problems and the problem of articulation among institutions. However, two-thirds of the students entering junior colleges do not transfer. Little is known about them. Why do they drop out? Are some really dropouts or have their educational and occupational objectives been met in programs of two years or less? To what extent does the technical or semiprofessional program prepare the student for employ-

ment? Does he tend to work in the field for which he ostensibly has been prepared? Does the two-year graduate continue his educational work some time later? If a good job can be done in providing learning experiences for the majority of students who do not proceed directly with baccalaureate degree programs, more must be known about them and their experiences subsequent to their enrollment. AAJC must work with competent research agencies in planning these inquiries. Research results then can be translated into terms of program change.

9. *National Leadership:* The junior college leadership programs are producing administrators who usually move into third or second-echelon positions. In a few years they may become presidential candidates. But what about thoughtful, philosophic national leadership? Where are the people, or how can they be nurtured, who can participate effectively in national dialogues on educational issues? There is little or no opportunity now available for outstanding junior college leaders to contemplate their work, the future directions of this expanding field, and to see their own efforts in perspective. Demands are so great for explosive expansion of institutions that reflection and interaction with other minds which stimulate and encourage criticism in the constructive sense become luxuries postponed to retirement. If the junior college is to be a productive partner in higher education, what can the membership do which will raise to the highest order the capacity of its top leadership?

10. *Teachers of Teachers:* What can be done to identify and better prepare the teachers of the people who will be teachers and administrators in our institutions?

11. *Prestige and Organization of Occupational Education:* What steps can be taken to further raise the prestige level of occupational education? How can high school counselors be reached so that post-secondary educational options other than the "regular" college are adequately interpreted to high school students? What can be done to provide for a greater accommodation of vocational education organization and activities at the state level and the junior college? This becomes an increasing problem with the continuing upward thrust of vocational education to post-secondary levels.



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